



*The Longwood University Interdisciplinary
SPECIAL EDUCATION
Teacher Preparation Model*

*Submitted to the
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Executive Summary

Longwood University Liberal Studies Special Education Model Team

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Longwood University Interdisciplinary Special Education Model

Background

Born out of the demonstrated need to incorporate more arts and sciences content courses into pre-service teacher education, Longwood University created the Liberal Studies program (fully implemented in 1992) for all teachers. This program boasts an interdisciplinary program including course work from the arts and sciences as well as education. Baccalaureate students graduate from the College of Arts and Sciences rather than the College of Education and Human Services.

Continuing the tradition of forward thinking Longwood University responded to the trend in special education of more integrated service delivery for students with disabilities by moving from a Psychology/Special Education major to the present Liberal Studies/Special Education 5-Year Master's degree program. Regardless of where students with disabilities are educated (in general or special education settings), accountability standards increasingly require their mastery of content area standards.

As a result, special education teachers working in collaborative general education settings or in special education settings, need to be knowledgeable of the content on which their students will be assessed for mastery. The Longwood University Liberal Studies/ Special Education Five-Year Master's degree program includes courses from the general education requirements, the liberal studies major, educational/special educational pedagogy, and field experiences.

Model Components

Longwood's **General Education** program provides students in all majors the opportunity for learning across a variety of disciplines as a central part of their college studies. Each student completes a core of 15 General Education Goals, totaling 41 of the total credits required for graduation. The purpose of the General Education curriculum is to develop disciplined, informed, and creative minds. Several of these goals have courses designated by the academic program.

The **Liberal Studies** major has been designed primarily for students seeking licensure to teach multiple subjects in Elementary, Middle, or Special Education. It provides a strong background in content areas such as Literature, Writing, Mathematics, Biology, Earth Science, History, Geography, and Government. This major includes the Elementary, Middle School, and Special Education endorsements.

The **Pedagogical** component is designed to develop a well-rounded special educator who knows the laws governing special education and can diagnose difficulties, plan for instruction, implement and manage instruction using "best practices," monitor academic progress, manage behaviors, work collaboratively with other professionals and parents, and make appropriate instructional decisions based on data.

The Special Education teacher candidates, in order to graduate and be eligible for licensure in all three disability areas (LD, ED, mild MR), must have completed a **field placement** at each of the three levels, elementary, middle, and high school as well as cover all 3 disability areas.

They are given this opportunity across the five year program in six field experiences. Some of these experiences are connected to specific methods courses. Others are full-time practica or full semester student teaching placements. In addition to these placements in the schools, teacher candidates complete a unique 200-hour internship in an agency or organization whose focus is on policy for, employment of, or independent living/leisure for people with disabilities.

Conclusion

Guided by the State Board of Education, CEC, NCATE, and SCHEV, Longwood University offers a model interdisciplinary program that boasts participation of faculty from both the College of Arts and Sciences and the College of Education and Human Services in Special Education whose graduates are *highly qualified, licensed and endorsed in Special Education K-12 LD, E/BD, mild MR, and Elementary Education K-6*. This model program is part of Longwood's continued effort to better prepare students for the teaching profession. We are pleased to present our program as an exemplary model.

The development of this model program is guided by:

- Standards of the Council for Exceptional Children (See Appendix B)
- Virginia Standards of Learning, K-12, the Virginia Alternative Assessment Program (VAAP), and the Virginia Grade Level Alternate Assessment (VGLA)
- Methods for incorporating technology (including assistive technology), art, and music into the delivery of instruction
- Resources and documents that include: *Regulations Governing Approved Programs for Virginia Institutions of Higher Education, July 2001; Virginia Licensure Regulations for*

School Personnel, July 1998; Requirements for program accreditation by the National Council for Accreditation of Teacher Education (NCATE)

- The No Child Left Behind Act (NCLB) of 2001 and the requirements to be considered a “highly qualified” teacher. Related resources and documents include: NCLB Act, 2001, Section 9101 (11) and Section 9101 (23) located at <http://www.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101>; P. L. 108-466, the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004; A U. S. Department of Education document, *Preliminary Guidance Relating to Improving Teacher Quality*, and a Virginia Department of Education Document, *Questions and Answers-Highly Qualified Teachers*, both located at <http://www.pen.k12.va.us/VDOE/nclb/#teachers>

**The Longwood University Interdisciplinary
Special Education Teacher Preparation Model**

Acknowledgments

This model is a collaborative effort among several people. True to the interdisciplinary curriculum model contained in this document, faculty from both the College of Arts and Sciences and the College of Education and Human Services contributed to the development of a model special education teacher education program that will better meet the needs of our students and the community. The resulting interdisciplinary model owes much to the efforts of the Longwood University Liberal Studies Middle School Model team.

Longwood University Liberal Studies Special Education Model Team

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Preface

In 2005, Longwood University was awarded a grant from the Virginia Department of Education (VDOE), under the auspices of the Division of Teacher Education and Licensure, and the Office of Teacher Education and Teacher Quality Enhancement to develop a middle school interdisciplinary curriculum model. On May 18, 2005, a meeting was held at the VDOE to discuss Special Education teacher preparation and the requirements of the No Child Left Behind (NCLB) Act of 2001 and the IDEA Improvement Act of 2004. The Longwood University representatives (*Judy Johnson, Joanna Baker, Lissa Power-deFur, and Peggy Tarpley*) requested an opportunity to present Longwood University's Liberal Studies/Special Education 5-year program as an interdisciplinary curriculum model whose graduates are certified in Elementary Education and Special Education K-12 with learning disabilities, emotional disturbance and mental retardation endorsements. In addition, these graduates will meet the standards of "highly qualified" as described in the NCLB legislation. As a result of this meeting, Longwood University was charged with creating this model. This document records the process that Longwood University undertook in order to complete the task and presents the resulting Liberal Studies Special Education 5-year Curriculum Model.

Background Special Education

Historically, special education has been first, the struggle of students with disabilities to gain *access* to education and second, to obtain an appropriate education. Special education's beginnings can be traced to European history, particularly around the Enlightenment era when provisions were made to teach children with sensory

impairments (children who were blind or deaf) (Hallahan & Kauffman, 2006; Kauffman & Hallahan, 2005). Similarly, in the United States, special education started in the 19th century with the establishment of special schools for the deaf, blind, or the mentally retarded. Before this time children with disabilities were not exposed to formal education, usually being cared for at home by their families.

In the late 19th and early 20th centuries, many large metropolitan school districts found themselves challenged by the diversity of the children entering their schools. First, a large number of immigrant children who spoke little English were having difficulty being successful in the schools. In addition, many youths who were considered truant and delinquent were presenting a particular challenge to the schools. Finally, a large group of students, who spoke English and were not behavior problems, were not responding favorably to the curriculum and the teaching procedures of the schools. It was in response to this diversity, that “special” classes were instituted. These classes often concentrated on basic academics and vocational skills/work habits (Kauffman & Hallahan, 2005).

Judith Singer (1988) stated “Special education was the solution to the regular educator’s thorny problem of how to provide supplemental resources to children in need while not shortchanging other students in the class. Nothing else has happened within regular education to solve this problem (p. 416).”

The voices of parents and educators have been the impetus for change in education, particularly education for children with disabilities. The Council for Exceptional Children was founded in 1922 to advocate for children who need “special” attention in order to learn. The 1954 landmark desegregation case, *Brown v. Board of Education of Topeka*, ruled that “separate is not equal” and while legislation in the 1960s

and early 1970s made progress for students with disabilities, it was not until the 1975 Public Law 94-142, the *Education for All Handicapped Children Act (EAHCA)*, that children with disabilities could no longer be excluded from public schools and /or services to address their unique needs. This law has been amended and reauthorized several times (1986, 1990, 1997) and is now known as the Individuals with Disabilities Education Improvement Act (IDEIA, 2004).

Four basic provisions of federal special education law, even through the many amendments and reauthorizations, continue to guide the education of students with disabilities. They are the guarantees of a *free, appropriate public education (FAPE)*, a *continuum of alternative placements (CAP)*, *least restrictive environment (LRE)*, and an *individualized education program (IEP)* (Bos & Vaughn, 2006; Hallahan & Kauffman, 2006; Heward, 2006; Lewis & Doorlag, 2006).

In the mid-1990s, there became increased focused on students with disabilities' access to the general curriculum, to ensure that these students had equal opportunities to earn a standard general education diploma as students without disabilities. IDEA 1997 emphasized this focus on the general curriculum, directing that students with disabilities receive instruction in the general curriculum and participate in state and local assessments based on that curriculum. Students with disabilities could receive appropriate accommodations when needed, which were the same accommodations they received in the general education classroom.

Two recent laws have further influenced the need to train teachers who have a full understanding of the content areas. The No Child Left Behind law (NCLB, 2001) applies to teachers in core academic subjects that include English, reading or language arts,

mathematics, science, foreign languages, civics and government, economics, arts, history, geography, and requires all teachers of these core subjects be “highly qualified” by the end of the 2005-06 school year. In addition, the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 defines “highly qualified” as it pertains to special education teachers. To meet the requirements of the law, new special education teachers must at a minimum must (1) hold at least a bachelor’s degree, (2) have full state special education certification or equivalent Licensure, (3) cannot hold an emergency or temporary certificate. New and veteran special education teachers who teach at the elementary, middle or high school teaching in core subject areas, only to students with disabilities, can demonstrate academic subject matter competence through “a high objective uniform state standard of evaluation” (the HOUSSE process). Veteran teachers with an interdisciplinary education can meet the requirements by teaching for three years.

Virginia Teacher Education Guidelines

The Commonwealth of Virginia’s own forward vision of teacher education, beginning in the nineteen eighties, resulted in an Ad Hoc Committee on Teacher Education. The Virginia Board of Education and the State Council of Higher Education of Virginia teamed up to study teacher education. In their resulting “Guidelines for Restructuring Teacher Education,” the Ad Hoc Committee determined the following:

This degree should not be simply a traditional arts and sciences bachelor’s degree that includes a few education courses. The four-year curriculum for students preparing to teach should consist of the greatest number of courses in the arts and sciences which can be included feasibly and some specially developed education courses. Students earning a degree in an arts and sciences discipline

should have an opportunity to meet the state requirements to be certified to teach.

We recommend that Virginia's approved program standards be revised to limit professional education course requirements to 18 semester hours. (Board of Education, 1987)

In accordance with the Virginia Board of Education's charge, Longwood University faculty responded first by permitting prospective K-8 teachers to major in any discipline in the Arts and Sciences (e.g., English, Mathematics, or Psychology) and then later by creating and instituting a K-8 Liberal Studies program in 1992-1993. Longwood University faculty incorporated the Board of Education's recommendations and regulations as well as those of the National Council for Accreditation of Teacher Education (NCATE) to guide the program. Born out of the demonstrated need to incorporate more arts and sciences content courses into pre-service teacher education, the Liberal Studies program boasts an interdisciplinary program including course work from the arts and sciences as well as education. Baccalaureate students graduate from the College of Arts and Sciences rather than the College of Education and Human Services. In 2003, the elementary and middle school liberal studies programs were separated in order to respond to the burgeoning research and available information regarding middle school education and licensure.

A Professional Education Council of faculty and administrators from the College of Education and Human Services and the College of Arts and Sciences guides policy for all teacher licensure programs. Further, the Liberal Studies Advisory Committee consists of faculty from both colleges, who, because of their participation and role in the program, oversee such elements as curriculum design. Finally, faculty from both colleges advise

students under the guidance of the Assistant Dean of Arts and Sciences, who is also the Director of the Liberal Studies Program. Thus, the program is not only an interdisciplinary curriculum for students but also an interdisciplinary exercise for faculty. In this way, the cross disciplinary interaction that faculty enjoy in the governance and guidance of the program models the interdisciplinary focus the program requires in its curriculum.

Prior to the 1992-93 change in Elementary Education at Longwood University, students wanting to pursue a career as special education teachers completed a five-year **Master's** degree program that consisted of an undergraduate Psychology major combined with education coursework to meet licensure requirements. Longwood University's special education faculty in the 1988-89 school year made the decision to move to a five-year Psychology/Special Education Master's degree program in order to meet the standards set by CEC for graduating special education teachers eligible for licensure in all three disability areas. The faculty found that even with the justification of moving from 18 to 24 credits at the undergraduate level, students still would not be prepared for their career as a special education teacher.

At the same time Longwood's Teacher Preparation program moved to the Liberal Studies major, the trend in special education was moving toward more integrated settings for students with disabilities. Regardless of where students with disabilities are educated (in general or special education settings), accountability standards increasingly require their mastery of content area standards. As a result, special education teachers working in collaborative general education settings or in special education settings, need to be knowledgeable of the content on which their students will be assessed for mastery.

Therefore, teachers of students with disabilities need to be immersed in the content (in Virginia, the Standards of Learning [SOL]) to which their students will be exposed and on which they will be assessed. The Liberal Studies major provides a much better “fit” for today’s special education teacher education program.

Currently, students wishing to become special education teachers receive a breadth and depth to their preparation not heretofore possible under the Psychology/Special Education program. The Longwood University Liberal Studies/Special Education Five-Year Master’s degree program) includes courses from the general education requirements, the liberal studies major, educational/special educational pedagogy, and field experiences.

Model Components

Longwood’s **General Education** program provides students in all majors the opportunity for learning across a variety of disciplines as a central part of their college studies. Each student completes a core of 15 General Education Goals, totaling 41 of the total credits required for graduation. The purpose of the General Education curriculum is to develop disciplined, informed, and creative minds. Several of these goals have courses designated by the academic program. Liberal Studies majors (which includes all teacher candidates) must take SOCL 320 (Sociology of Education) for Goal 12 (study in hermeneutics in social sciences relevant to course of study), and PHIL 308 (Introduction to Ethics) for Goal 13 (ethical choices/decisions). In addition, specific coursework is recommended for several of the lower goals, including MATH 164 (Pre-Calculus) for Goal 5 (mathematical thought that focuses on specific content areas) and POSC 150 (American Government) for Goal 8 (forces shaping contemporary society). Designating

specific courses to meet general education requirements allows the provision of a cohesive program/course of study required for the Liberal Studies major. (See appendix-A for detailed information on General Education Goals)

The **Liberal Studies** major has been designed primarily for students seeking licensure to teach multiple subjects in Elementary, Middle, or Special Education. It provides a strong background in content areas such as Literature, Writing, Mathematics, Biology, Earth Science, History, Geography, and Government. Each student completes a selection of course work constituting 47 of the total credits required for graduation. Over the past twelve years faculty from the College of Arts and Sciences have worked with Education Faculty to develop, refine, and produce a strong major sequence intended to develop broadly informed individuals who understand contemporary issues and are capable of providing civic and professional leadership. This major includes the Elementary, Middle School, and Special Education endorsements. The Liberal Studies/Special Education Interdisciplinary 5-Year Master's degree program will allow teacher candidates to be *Highly Qualified* in the content areas of English, Science, and History/Social Studies. Students will have a concentration roughly equivalent to a minor in these areas. In Science and History/Social Studies students will complete 18 credit hours in each discipline. In English, students will have 15 credit hours and in Math 12 credit hours. Students do have opportunities for electives in the Liberal Studies program. Students' elective choices for Liberal Studies will be limited to courses in the Math area, which are:

ECON 115 - Economics for Educators

MATH 330/Science 330 - Math and Science Methods

Math 451 - Teaching Mathematics (Middle School)

The **Pedagogical** component is designed to develop a well-rounded special educator following the guidelines/standards of the Council of Exceptional Children (CEC), Longwood University's Educators as Reflective Citizen Leaders mission statement, Virginia Standards of Learning, and No Child Left Behind legislation. This component includes foundations of education, history of special education, special education law, and characteristics of children with exceptionalities. In addition, students learn about the special education process in the schools, Individual Education Programs (IEPs), identification of disabilities and monitoring progress (assessment) on IEPs and Virginia Standards of Learning. This component includes methods and strategies (Kame'enui, Carnine, Dixon, Simmons, & Coyne, 2002) for behavior management and instruction in content areas (Bos & Vaughn, 2006, Friend & Cook, 2003), including the use of media and technology in the classroom. In addition to the content areas, methods for teaching functional living skills are presented. All Liberal Studies/Special Education teacher candidates must take and pass Praxis I for program completion, graduation, and licensure. As a result of the creation of the Interdisciplinary Liberal Studies/Special Education 5-Year Master's degree program, Liberal Studies/Special Education teacher candidates will be required to take and pass Praxis II SPED (when available), Praxis II (Elementary), and the Virginia Reading Assessment (VRA) for program completion, graduation, and licensure.

In the graduate year (fifth year) of the program, students complete the requirements for licensure in special education with certification to teach learning

disabilities, emotional disturbance, and mental retardation as well as the Elementary Education K-6 endorsement. Teacher candidates at this level will learn about research design and methods, the standardized assessments used in determining disabilities, the medical and neurological causes of disabilities, further techniques/methods for instruction in reading, and how people with disabilities transition from school to work or to independent living or further education. To complete this program, students have the option to choose their capstone experience from these choices: Comprehensive examination, Thesis, and Collaborative Special Education Research. The graduate year requires 36 credits for completion of the Master's degree.

In the Special Education required courses at the undergraduate and graduate levels, students complete 15 hours in the area of Reading/Language Arts. These hours include both the development of reading skills and the teaching of reading for those with and without disabilities. In the Math area, graduate students complete 6 hours in two courses, a *Research Design* course and a *Psycho-educational Assessment* course; both of which rely on the understanding of statistical analysis. At the graduate level, students choosing to complete comprehensive exams as the capstone to the program are required to take a 3-hour course in lieu of thesis. Among the “approved electives” are a Math 623 course and a Science 562 course.

Across the five-year program, students complete seven Field Experiences. Three experiences are one-hour practica: one at the introductory level in the first year, which gives the students an opportunity to become acquainted with the school experience through observations and interviews with school personnel. Two other one-hour practica are associated with methods courses (SPED 323 *Assessment & Tutoring in*

Reading/Lang. Arts and SPED 316 *Practicum in Behavior Management*). A fourth experience requires students to plan and deliver lessons in a school placement for three weeks.

The professional semester of student teaching is the special education student's fifth field experience, during their fourth year of the program. The Special Education teacher candidates, in order to graduate and be eligible for licensure in all three disability areas (LD, ED, mild MR), must have completed a field placement at each of the three levels, elementary, middle, and high school as well as cover all 3 disability areas. In addition, these placements are frequently in general education classrooms due to the increase in the number of collaborative classrooms in which students with disabilities participate.

The sixth field experience is a 200-hour internship with infants, children, youth, or adults with disabilities in a non-public school settings that is completed in the summer between the undergraduate and graduate years. Students have participated in such settings as agencies and organizations that serve people with disabilities (e.g., Department of Education, Council for Exceptional Children) and summer camps. This experience gives the teacher candidate a broader picture of people with disabilities from the establishment of policy through education to independent living. Finally, the seventh experience is completed in the graduate year in when teacher candidates will complete a practicum in the elementary general education classroom. This three-week all-day practicum will provide the special educator a greater understanding of the workings of the general education classroom, the expectations for students with disabilities, and the general education curriculum and assessment procedures.

Special Education Teacher Education candidates complete essentially the same program in teacher education as do the Elementary Education students (See Appendix B for a detailed look at the two programs).

The Liberal Studies major combined with the General Education Goals and the Special Education requirements across the five years of the program, produce a teacher candidate who graduates from this program *Highly Qualified* and immersed in the content areas (See Appendix C for a breakdown of coursework in the content areas). Throughout the Liberal Studies/Special Education 5-year Interdisciplinary program (see Appendix D for a graphic view of the program), the emphasis is placed on giving teacher candidates the knowledge, skills, and dispositions necessary to become leaders in educating students with disabilities and to be advocates for the best education for **all** students.

Development of the Liberal Studies/Special Education Interdisciplinary Curriculum Model

The development of this curriculum is guided by:

- Standards of the Council for Exceptional Children (See Appendix B)
- Virginia Standards of Learning, K-12, the Virginia Alternative Assessment Program (VAAP), and the Virginia Grade Level Alternate Assessment (VGLA)
- Methods for incorporating technology (including assistive technology), art, and music into the delivery of instruction
- Resources and documents that include: *Regulations Governing Approved Programs for Virginia Institutions of Higher Education, July 2001*; *Virginia Licensure Regulations for School Personnel, July 1998*; Requirements for program accreditation by the National Council for Accreditation of Teacher Education (NCATE)
- The No Child Left Behind Act (NCLB) of 2001 and the requirements to be considered a “highly qualified” teacher. Related resources and documents include: NCLB Act, 2001, Section 9101 (11) and Section 9101 (23) located at <http://www.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101>; P. L. 108-466, the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004; A U. S. Department of Education document, *Preliminary Guidance Relating to Improving Teacher Quality*, and a Virginia Department of Education Document, *Questions and Answers-Highly Qualified Teachers*, both located at <http://www.pen.k12.va.us/VDOE/nclb/#teachers>

Conclusion

Special Education and teacher education in general have gone through several reforms to better prepare teachers to teach the diverse population of students in the public schools today. Students with special needs in the public schools may be placed in a variety of educational settings. While special education teacher candidates work with special needs' students in self-contained and resource rooms, they more than likely spend a portion of their day in a general education classroom. Regardless of the placement of students with disabilities, the need is great for special education teachers to be liberally immersed in the general education curriculum content and assessment. Longwood University has been particularly responsive to the changing needs of teacher preparation and has created the Liberal Studies major for the preparation of teachers in Elementary Education K-6 and Middle School Education. Guided by the State Board of Education, CEC, NCATE, and SCHEV, Longwood University now offers a model interdisciplinary program that boasts participation of faculty from both the College of Arts and Sciences and the College of Education and Human Services in Special Education whose graduates are *highly qualified, licensed and endorsed in Special Education K-12 LD, E/BD, mild MR, and Elementary Education K-6*. This program is part of Longwood's continued effort to better prepare students for the teaching profession.

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Appendix A

The Longwood University General Education Program—Goals and Course Requirements

The General Education Program

Goal 1 The development of citizen leaders for the common good by promoting critical thinking and analysis in all aspects of the students' lives and by developing the knowledge and skills that lead to college success (one credit).

Course: Longwood Seminar

Goal 2 The ability to write and speak logically, clearly, precisely, and the ability, through accurate reading and listening, to acquire, organize, present, and document information and ideas (three credits).

Course: English 150 Writing and Research

Goal 3 An understanding of our cultural heritage as revealed in literature, its movements and traditions, through reading, understanding, analyzing, and writing about the major works that have shaped our thinking and provide a record of human experience (three credits).

Courses: English 201 World Literature
English 202 British Literature
English 203 American Literature
Spanish 341 Survey of Spanish Literature I
Spanish 352 Survey of Spanish American Literature II
French 341 Survey of French Literature I
French 342 Survey of French Literature II
German 341 Survey of German Literature I
German 342 Survey of German Literature II

Goal 4 An understanding of our cultural heritage as expressed in artistic achievements and an understanding of the contribution of the creative process to the life of the individual and to society (three credits).

Courses: Art 121 Environmental Design Issues
Art 125 Introduction to Studio Art
Art 160 Introduction to the Visual Arts
Music 221 History of Jazz
Music 222 History of Rock
Music 224 Music Appreciation
Theater 101 Issues in Theatre

Goal 5 An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem solving (three credits).

Courses: Math 121 Functions and Graphs
Math 131 Mathematical Thinking
Math 171 Statistical Decision Making
Math 164 Precalculus

Goal 6 The application of the methods of science to the acquisition of knowledge, and an appreciation of the major contributions of science to our cultural heritage and to the solution of contemporary problems (four credits).

Courses: Biology 101 Biological Concepts and Applications
Chemistry 101 General Chemistry
Earth Science 210 Physical Geology
Physics 101 General Physics
General Education 261 Exploring Science in Our World

Goal 7 The exploration of the foundations and history of western civilization in order to use the past as a model for understanding the present (three credits).

Courses: History 100 Foundations of Western Civilization
History 110 Modern Western Civilization

Goal 8 An understanding of the forces shaping contemporary society as revealed in the social sciences (three credits).

Courses: Political Science 150 American Government and Politics

Goal 9 An understanding of the diversity of other cultures and societies (three credits).

Courses: Anthropology 101 Introduction to Anthropology
History 200 History of China
History 202 History of Islamic Civilizations
History 210 World History
Political Science 245 Gender and Politics
Political Science 255 Introduction to Comparative Politics
Religion 242 World Religions
Spanish 331 Latin American Civilization and Culture
Music 225 Introduction to World Music
Geography 220 Geography of South America

Goal 10 The ability to communicate and function in a globally interdependent world as developed through foreign language study (three credits).

Courses: Spanish 201 Intermediate Spanish I
French 201 Intermediate French I
German 201 Intermediate German I

Goal 11 An understanding of issues dealing with physical and mental well being through physical activity (two credits).

Courses: Physical Education 101 Fitness Concepts
Recreation 101 Fitness Concepts/Adaptive Activities

Goal 12 The development, through upper-level study in the humanities or the social sciences, of specialized knowledge and skills relevant to the student's broad course of study (three credits).

Course: Sociology 320 Sociology of Education

Goal 13 The ability to make informed, ethical choices and decisions and to weigh the consequences of those choices (three credits).

Course: Philosophy 308 Introduction to Ethics

Goal 14 The ability to synthesize and critically analyze through written discourse and a common educational experience information pertaining to issues of citizen leadership (three credits).

Course: English 400 Active Citizenship: An Advanced Writing Seminar

Goal 15 The application of knowledge and skills developed in the student's course of study through completion of an internship, guided field experience, or directed research (one credit).

Course: Upper level Education practicum

Appendix B

	Elementary Education	Special Education
General Education Goals and Courses	Longwood has a common core General Education curriculum, consisting of 41 credits, which all students are required to take. Minimum course requirements in specific content areas are listed. Certain goal courses can be designated by major. Courses designated and required for Liberal Studies/Elementary Education are listed below.	Longwood has a common core General Education curriculum, consisting of 41 credits, which all students are required to take. Minimum course requirements in specific content areas are listed. Certain goal courses can be designated by major. Courses designated and required for Liberal Studies/Special Education are listed below.
English	9 credit hours	9 credit hours
Mathematics	3 credit hours	3 credit hours
Science	4 credit hours	4 credit hours
Western Civilization	3 credit hours	3 credit hours
Goal 8 (Social Science)	<u>POSC 150</u> - American Government and Politics	<u>POSC 150</u> - American Government and Politics
Goal 12 (Upper level Social Science)	<u>SOCL 320</u> – Sociology of Education	<u>SOCL 320</u> – Sociology of Education
Goal 13 (Ethics)	<u>PHIL 308</u> - Ethics	<u>PHIL 308</u> - Ethics
Goal 15 (Internship)	<u>EDUC 370</u> – Education Practicum II	<u>SPED 327</u> – Special Education Practicum II
Liberal Studies Courses	Equivalent	Equivalent
Mathematics – 9 credits	<u>MATH 309</u> – Numeration Systems; <u>MATH 310</u> – Function, Probability, and Statistics; <u>MATH 313</u> – Geometry and Reasoning	<u>MATH 309</u> – Numeration Systems; <u>MATH 310</u> – Function, Probability, and Statistics; <u>MATH 313</u> – Geometry and Reasoning
English/Language Arts – 9 credits	<u>ENGL 380</u> – Children’s Literature; <u>ENGL 382</u> – Traditional and Modern Grammar; <u>ENGL 483</u> – Writing Theory for the Elementary Classroom	<u>ENGL 380</u> – Children’s Literature; <u>ENGL 382</u> – Traditional and Modern Grammar; <u>ENGL 483</u> – Writing Theory for the Elementary Classroom
Social Studies – 9 credits	<u>HIST 221</u> – U.S. History, Colonial to 1877; <u>HIST 222</u> – U.S. History, 1877 to Modern Times; <u>GEOG 241</u> – Cultural Geography OR <u>GEOG 352</u> – World Regional Geography	<u>HIST 221</u> – U.S. History, Colonial to 1877; <u>HIST 222</u> – U.S. History, 1877 to Modern Times; <u>GEOG 241</u> – Cultural Geography OR <u>GEOG 352</u> – World

		Regional Geography
Science – 11 credits	<u>BIOL 114</u> – Fundamentals of Life Science; <u>EASC 101</u> – Physical Science; <u>EASC 300</u> – The Dynamic Planet	<u>BIOL 114</u> – Fundamentals of Life Science; <u>EASC 101</u> – Physical Science; <u>EASC 300</u> – The Dynamic Planet
Education Requirements		
Human Growth and Development	EDUC 245 <i>Human Growth and Development</i> 3 credit	EDUC 521 <i>Human Growth and Development</i> 3 credits
Introduction to Education	<u>EDUC 260</u> – <i>Intro to Teaching</i> 2 credits	<u>SPED 202</u> – <i>Intro to Special Education</i> 3 credits (includes history of SPED which naturally includes general education)
Admission to Teacher Preparation	<u>EDUC 299</u> – Admission to Teacher Prep 0 credits	Admission to Teacher Prep 0 credits
Practica Experiences	EDUC 265 – <i>Practicum I</i> 3 credits	<u>SPED 220</u> – <i>Practicum I</i> 1 credit
	<u>EDUC 370</u> – <i>Practica II</i> 3 credits	<u>SPED 327</u> - <i>Practica II</i> 3 credits
Teaching Content Areas	<u>EDUC 325</u> – <i>Teaching Rdg/LA in the Elementary School</i> 2 credits	<u>SPED 321</u> – <i>Rdg/LA for Students with LD/EBD/MR</i> 3 credits <u>EDUC 524</u> – <i>Emergent & Early Literacy Instruction</i> 3 credits and one of the following: <u>EDUC 525</u> – <i>Intermediate Literacy Education</i> 3 credits <u>EDUC 530</u> – <i>Teaching Rdg in the Content Areas</i> 3 credits
	<u>EDUC 326</u> – <i>Teaching Rdg/LA in the Elementary School</i> 2 credits	<u>SPED 323</u> <i>Practicum in Rdg Assessment & Tutoring</i> 1 credit
	<u>EDUC 450</u> – <i>Principles of Instruction</i> 2 credits	<u>SPED 322</u> – <i>Math, Science, & Soc. Studies for Stds with LD/EBD/MR</i> 3 credits <u>SPED 375</u> – <i>Language & Language Disorders</i> 3 credits <u>SPED 516</u> – <i>Medical &</i>

		<i>Neuro. Probs. of Stds with LD/EBD/MR</i> 3 credits <u>SPED 530-Charac. Of Stds with LD/EBD/MR</u> 3 credits <u>SPED 575-Career & Life Planning for Indiv. with Disabilities</u> 3 credits
	<u>EDUC 451-Curriculum in the Elementary School</u> 2 credits	<u>SPED 325-Intro to Assessment</u> 3 credits (This course includes the IEP/SOLs/CBA) <u>SPED 322 - Math, Science, & Soc. Studies for Stds with LD/EBD/MR</u> 3 credits
Assessment	<u>EDUC 380-Classroom Assessment</u> 2 credits	<u>SPED 325-Intro to Assess.</u> 3 credits <u>SPED 545-Psycho-educ. Assessment</u> 3 credits
Media and Technology	<u>EDUC 484-Media & Technology</u> 1 credit	<u>EDUC 484-Media & Technology</u> 1 credit
Classroom/Behavior Management	<u>EDUC 487-Classroom Management & System Issues</u> 3 credits	<u>SPED 305-Beh. Man. Part I</u> 3 credits <u>SPED 306- Beh. Man. Part II</u> 3 credits <u>SPED 316-Practicum in Beh. Man.</u> 1 credit <u>SPED 482-Collab., & Effective Commun. Among School Personnel, Families, & Comm. Orgs.</u> 1 credit
Overview of Special Education	<u>EDUC 489-Survey of Exceptional Children</u> 3 credits	<u>SPED 202; SPED 530</u>
Student Teaching	<u>EDUC 400-Directed Teaching</u> 11 credits	<u>EDUC 406-Directed Teaching</u> 11 credits
	<u>EDUC 488 Education Seminar</u> 1 credit	<u>EDUC 488 Education Seminar</u> 1 credit
		<u>EDUC _____ General Ed. Practicum</u> 3 credits (a graduate course number will be created for this experience)

		<u>SPED 690</u> <i>Internship in Special Education</i> 3 credits
		<u>EDUC 502</u> <i>Research & Design</i> 3 credits

Appendix C

LIBERAL STUDIES/SPECIAL EDUCATION FIVE-YEAR PROGRAM

General Education (41 credits)

Goal 1 (1)

___ LSEM 100

Goal 2 (3)

___ ENGL 150 (3)

Goal 3 (3)

___ ENGL 201 (3) ___ ENGL 202 (3) ___ ENGL 203 (3)

___ SPAN 341 (3) ___ FREN 341 (3) ___ GERM 341 (3)

___ SPAN 342 (3) ___ FREN 342 (3) ___ GERM 342 (3) ___ SPAN 352 (3)

Goal 4 (3)

___ ART 121 (3) ___ ART 125 (3) ___ ART 160 (3) ___ THEA101 (3) ___ MUSC221

(3) ___ MUSC 222 (3) ___ MUSC 224 (3) ___ THEA 101 (3) ___ MUSC 102, 103, 104

(3 total)

___ MUSC 105, 106, 107 (3 total)

Goal 5 (3)

___ MATH 121 (3) ___ MATH 171 (3) ___ MATH 131 (3) ___ MATH 164 (3)

Goal 6 (4)

___ BIOL 101 (4) ___ CHEM 101 *(4) ___ GNED2F1 Int. Disciplinary Science(4)

___ EASC 210 (4) ___ PHYS 101 (4)

Goal 7 (3)

___ HIST 100 (3) ___ HIST 110 (3)

Goal 8 (3) (Automatically met for LSTS majors by POSC150/HIST221/HIST222)

___ WSTU/ANTH 106 (3) ___ POSC 150 (3) ___ SOCL 101 (3) ___ SOCL 102 (3)

___ HIST 221(3) ___ HIST 222 (3) ___ ECON 111 (3) ___ GEOG 201 (3)

___ PSYC 101 (3)

Goal 9 (3)

___ ANTH 101 (3) ___ HIST 200 (3) ___ SPAN 331 (3) ___ MUSC 225 (3)

___ RELI 242 (3) ___ GEOG 220 (3) ___ POSC 245 (3) or ___ POSC 255 (3)

Goal 10 (3)

___ SPAN 201* (3) ___ FREN 201* (3) ___ GERM 201*(3) *or above

Goal 11 (2)

___ PHED 101 (2)

___ RECR 101 (2)

Goal 12 (3)

___ SOCL 320 (3)

Goal 13 (3)

___ PHIL 308 (3)

Goal 14 (3)

___ ENGL 400 (e)

Goal 15 (1) *This goal is satisfied with the application of 1 credit hour from student teaching (EDUC 406).*

Requirements for the Liberal Studies Major (47 credits)

Mathematics (9 credits):

- ___ MATH 309(3) Numeration Systems
- ___ MATH 310(3) Functions, Probability, and Statistics
- ___ MATH 313(3) Geometry and Reasoning

Electives (3 credits): You may **choose one** of the following approved electives

- ___ ECON 115 Economics for Educators (3)
- ___ MATH 330 and SCED 330 Math and Science Methods (3 credits total)
- ___ MATH 451 Teaching Mathematics (Middle School) (3)

Social Sciences (9 credits): POSC 150/HIST221/HIST 222—one will count for Gen. Educ.

- ___ POSC 150 (3) American Government & Politics
- ___ GEOG 241 (3) Cultural Geography

OR

- ___ GEOG 352 (3) World Regional Geography
- ___ HIST 221 (3) U.S. History--Colonial to 1877
- ___ HIST 222 (3) U.S. History--1877 to Present

Natural Sciences (11 credits):

- ___ BIOL 114 (4) Fundamentals of Life Science
- ___ EASC 101 (4) Physical Science
- ___ EASC 300 (3) The Dynamic Planet

Humanities (9 credits):

- ___ ENGL 380 (3) Children's Literature
- ___ ENGL 382 (3) Traditional and Modern English grammar
- ___ ENGL 483 (3) Writing Theory & Practice (Prereq. ENGL 382)

Fine Arts (3 credits)

- ___ ART 448 Integrated Arts-Art (3)
- ___ MUSC 448 Integrated Arts-Music (3)
- ___ THEA 448 Integrated Arts-Theatre (3)

Health & Kinesiology (3 credits)

- ___ KINS 389 Elementary School Health and P.E. (3)

Requirements for Undergraduate Special Education (40 Credits)

Year 1:

- ___ SPED 202 (3) Introduction to Special Education (**Fall**)
- ___ SPED 220 (1) Practicum I (**Spring**)

Year 2:

- ___ EDUC 299 (0) Admission to Teacher Preparation (Completed Application)**
- ___ SPED 305 (3) Behavior Management, Part I (**Fall**)
- ___ SPED 306 (3) Behavior Management, Part II (**Spring**)
- ___ SPED 316 (1) Practicum in Behavior Management (**must take with SPED 306**)

**Students must earn a "Pass" in EDUC 299 before they will be permitted to enroll in SPED 321 or SPED/EDUC courses above this level.

Year 3:

- ___ SPED 321 (3) Reading & Language Arts for Students with LD/EBD/MR (**Fall**)
- ___ SPED 323 (1) Practicum in Reading Assessment & Tutoring (**must take with 321**)
- ___ SPED 322 (3) Math, Science, & Social Studies for LD/EBD/MR (**Spring**)
- ___ SPED 325 (3) Introduction to Assessment (**must take with 321**)
- ___ SPED 327 (3) Practicum II (**recommended First Summer Session**)

Year 4:

- ___ SPED 375 (3) Language & Language Disorders (**Fall**)
- ___ SPED 482 (1) Collaboration & Effective Communication Among School Personnel, Families and Community Organizations (**Fall**)
- ___ EDUC 484 (1) Media & Computer Technology (**Fall**)

Professional Semester (Student Teaching Semester recommended in Spring of Year 4)

- ___ EDUC 406 (11) Directed Teaching in LD, E/BD, or MR (1 credit applied to Gen. Ed. Goal 15)
- ___ EDUC 488 (1) Education Seminar

Total Credits Summary for Undergraduate Degree

- ___ General Education requirements (& Longwood Seminar): 41 hours
- ___ Liberal Studies Major Requirements: 47hours
- ___ Special Education Program Requirements: 40 hours

Graduate Year in Special Education (36 Credits)

- ___ EDUC 502 (3) Research Design (**recommended during Summer**)
- ___ EDUC 521 (3) Human Growth & Development (**recommended during Summer**)
- ___ EDUC 524 (3) Emergent & Early Literacy Instruction
- OR**
- ___ EDUC 525 (3) Intermediate Literacy Education
- ___ EDUC 530 (3) Teaching Reading in the Content Areas
- ___ EDUC 620 (3) School Law

- ___ SPED 516 (3) Medical & Neurological Problems of Exceptional Students (**Spring**)
- ___ SPED 530 (3) Characteristics of Students with LD, E/BD, & MR (**Spring**)
- ___ SPED 545 (3) Psychoeducational Assessment
- ___ SPED 575 (3) Career and Life Planning for Individuals with Disabilities (**Fall**)
- ___ SPED 600 (3) Thesis (See pages 24-25)

OR

- ___ SPED 601 Collaborative Special Education Research (See pages 24-25)

OR

- ___ EDUC 699 Comprehensive Exam (**See Below)
- ___ SPED 689 (3) Seminar of Current Issues in Special Education
(**Must take 1st semester of graduate year**)
- ___ SPED 690 (3) Internship in Special Education (**Second Summer Session**)

**Students electing the comprehensive exam option must complete a three-credit class in lieu of SPED 600 or SPED 601 and complete the three-hour comprehensive exam (EDUC 699, non-credit). Approved three credit classes for the Comprehensive Exam option include:

MATH 623 *Teaching Mathematics in Grades K-8*
SCI 562 *Teaching Science in the Elementary School*